DOCUMENT RESUME

ED 119 563 HE 007 302

AUTHOR	Schroeder, Roger G.
TITLE	College Management System Improvement: Managerial Topics Part of the Review Phase. Working Paper. College Management System Improvement Project.
INSTITUTION	Minnesota Univ., Minneapolis. Graduate School of Business Administration.
SPONS AGENCY	EXXON Education Foundation, New York, N.Y.
REPORT NO	CMSIP-WP-74-2.3
PUB DATE	Sep 74
NOTE	44p.; Appendix C may reproduce poorly in hard copy due to small print in original document
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Colleges; Data Collection; Decision Making; Flow Charts; *Higher Education; Information Systems; *Management Systems; Manuals; *Organizational Change; *Organizational Development; Post Secondary Education; Programing; Questionnaires; Systems Analysis; *Systems Development; Tables (Data)

ABSTRACT

How can the structure of a management system be reviewed? What specific data should be collected and what procedures should be followed? The specific data collection methodology consists of three steps: (1) description of process outputs, procedures, and inputs; (2) evaluation of effectiveness, needs, and priorities for change in the process; and (3) flow charts of process operations and relationships between processes. Each of these steps is described in detail and data collection forms are provided. This approach has wide applicability to different types of organizations. Data collected are useful to (1) identify areas of college management structure that need improvement, and (2) evaluate changes after they have been implemented. (Author/KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED119563

COLLEGE MANAGEMENT SYSTEM IMPROVEMENT PROJECT

CENTER FOR ACADEMIC ADMINISTRATION RESEARCH

of the

COLLEGE OF EDUCATION AND

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

UNIVERSITY OF MINNESOTA

HE007302

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROJECT INVESTIGATORS

Carl R. Adams — Associate Professor
Graduate School of Business Administration
University of Minnesota

Theodore E. Kellogg — Professor
College of Education
University of Minnesota

Roger G. Schroeder — Associate Professor
Graduate School of Business Administration
University of Minnesota

ADDRESS

93 Blegen Hall
University of Minnesota
Minneapolis, Minnesota 55455

(612) 373-7822

COLLEGE MANAGEMENT SYSTEM IMPROVEMENT PROJECT

College Management System Improvement:

Managerial Topics Part of the Review Phase*

Working Paper

CMSIP-WP-74-2.3

Roger G. Schroeder
Associate Professor, Business Administration
Director, Center for Academic Administration Research

University of Minnesota
Minneapolis, Minnesota 55455

September 1974

*This paper was developed as part of a research project supported by the EXXON Education Foundation through a RAMP Grant to Augsburg College, Minneapolis, Minnesota. The assistance of the author's fellow researchers, Professors Carl R. Adams and Theodore E. Kellogg, and of the project research associates, Marcia Hanson and Malcom Munro, is gratefully acknowledged.

PREFACE

This paper discusses the review of management systems in the context of a research project that is aimed at improving the management system of a small postsecondary unit. It is one of a series of working papers that document a general approach to the improvement of management systems in such organizations. The series of papers is being prepared by members of the College Management System Improvement Project team at the University of Minnesota. Research efforts of the team are being supported by the Exxon Education Foundation through its Resource Allocation and Management Program grant to Augsburg College, Minneapolis, Minnesota. The research efforts of the project are aimed at facilitating the use of management science and information systems techniques by developing, documenting, and testing a methodology that small postsecondary units can use in considering the application of these tools.

In order to avoid the complexity of problems and organization involved in the administration of multi-college multi-campus institutions, the methodology was developed for a college-size unit (enrollment of 1,000-5,000). These units could be independent or part of a larger institution or system. While the project investigators are particularly sensitive to the human considerations of organizational change, the primary focus of the proposed methodology is on changes to the structural aspects of the organization. Thus, the project focuses on organizational features such as decision procedures, formats, and information availability.

Figure 1 indicates the topics to be covered in each of the papers in the project series. A box has been drawn around the subject of this paper.

FIGURE 1

COLLEGE MANAGEMENT SYSTEM IMPROVEMENT DOCUMENTATION

- An Overview of the Approach

THE REVIEW PHASE	THE DESIGN PHASE	THE IMPLEMENTATION PHASE
• An Overall Description	• An Overall Description	• An Overall Description
• Institutional Goals	• Choosing Major Improvement Areas	• Establishing the Project Management Plan
• Managerial Topics	• Developing Alternative Courses of Action for each Improvement Area	• Developing Detailed Change Plans
• Operating Topics	• Selection of a Final Design	• Training and Implementation
• Environmental Context	• Project and Management System Evaluation	• Project and Management System Evaluation
• Project and Management System Evaluation		

As can be seen from Figure 1, the improvement approach has three main parts: 1) the Review Phase, 2) the Design Phase, and 3) the Implementation Phase. The Review Phase describes the existing management system and the needs for improvement. The Design Phase identifies major management system improvement areas based on data from the Review Phase and it generates design improvements for each of those areas. The Implementation Phase implements and evaluates the resulting new management system. The reasoning behind the three phase structure and a brief description of the methods used in each phase is contained in the series overview paper [2].

INTRODUCTION

This paper describes a method for conducting a review of managerial topics in small colleges. The "managerial topics" area includes administrative processes which are institutional, in nature, for example: budgeting, institutional goal setting and faculty promotion. The method attempts to determine the current status, desired status and priorities for change in each of these institutional processes. Such data serves as an input for the design of improved management systems and as a part of evaluation of the improvements after they have been implemented.

Another paper in the series [9] deals with the review phase as a whole. It describes the overall framework of the review phase, and it summarizes each of the components of the review phase. This paper develops one of the five components of the review phase, managerial topics, in more detail. This development includes both a general discussion of the managerial topics component and a detailed development of data collection methods and instruments.

There are two types of literature that are related to the subject of managerial topics review; (1) the general management literature and (2) systems analysis literature. Examples of the general management literature are Ackoff [1], Anthony [3], Koontz and O'Donnell [7], and McGuire [8]. These authors deal with management at the conceptual level. Although the concepts are very useful, they do not specify how to review a management system for the purposes of designing improvements or evaluation of current activities. About the closest development related to this paper in the management literature is the "management audit." [7] But, even the discussion of the management audit procedure tends to be more conceptual than methodological in nature.

The second type of literature related to this paper is the systems analysis literature, such as Glans et al. [6] and Couger [5]. This literature has dealt primarily with computer systems design. The methods have focused on improving the operating systems of organizations rather than the management systems. Although the operating system methodology is very detailed and highly developed, the methodology for management system improvement can best be described as vague and ad hoc in nature.

This paper then develops more specific methodology based on collection and analysis of data for management systems review. Although the methodology is aimed at small college systems, a similar approach could be utilized for other organizations, as well.

DESCRIPTION OF MANAGERIAL TOPICS AREA

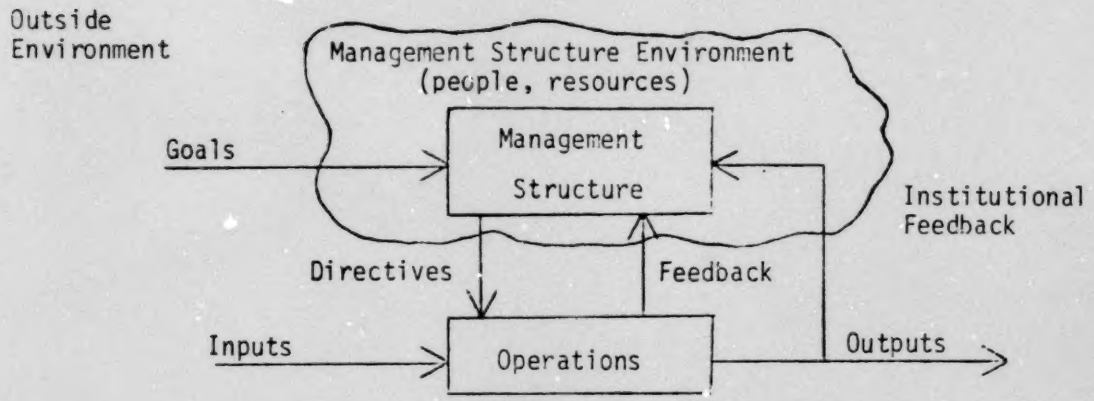
Summary of Review Stage Structure

In order to put the managerial topics category of review methods into perspective it is useful to summarize some of the developments from the overall review phase paper [9]. The purpose of the review phase is to collect data that can be used for; (1) design of an improved management system, and (2) evaluation of design improvements after they have been implemented. These purposes will be translated into methodology with respect to managerial topics in this paper.

The review phase proposes a description of an organization as a system, as shown in Figure 2.

FIGURE 2

DESCRIPTION OF AN ORGANIZATION AS A SYSTEM



The definitions below are also taken from the review phase overview paper.

Management Structure - Consists of procedures, policies and methods that direct the operations of the organization. It consists of a set of decision making activities that are used to set goals, plan, make policy, manage resources, implement plans and evaluate results.

Management Structure Environment - Consists of the people and resources that are used in connection with the structure to direct the operations of the organization.

Management System - The Management System consists of the Management Structure together with its environment.

Operations - Consists of academic and non-academic programs that provide the outputs (services and products) of the organization. These operations are directed by the Management System.

Managerial topics review is concerned with one part of the organization, the management structure of the college system, as defined above. Other components of the review phase deal with the other aspects of the college system.

The college system is also divided into processes for purposes of review. Processes, for example, are budgeting, institutional goal setting, and faculty promotion. A definition of a process and a detailed list of processes for a small college is attached in Appendix A. A more detailed discussion of processes and the rationale for using them is given in [9].

The processes are grouped into the following four categories:

I. Strategic Decision Making

II. Institutional Resource Management

III. Instruction

IV. Support Services

The managerial topics area deals with the management structure part of processes in categories I and II above. These processes operate at the institutional level. Process categories III and IV can be typically found at the departmental level. Thus, managerial topics can be thought of as reviewing the management structure at the institutional level. Managerial topics does not deal with departmental management nor is it concerned directly with college operations.

The review phase is conducted with respect to three aspects of description; current status, desired status and priorities for change. The current status is simply a description of the present college system. It describes the college as it is now. The desired status is an indication by various individuals of how the system should operate and perform. Priorities for change are also solicited in the review phase data collection. They indicate the relative importance of a particular change or desired status.

Outline of Managerial Topics Structure

Review of managerial topics is organized into a three step approach. Each of the three steps will be summarized below and then discussed in more detail in the next section.

Step 1: Description of process outputs, procedures, and inputs

Purpose: To describe how each process currently operates in detail; and to obtain a limited description of how each process should operate and the priority (need) for change in each particular process.

Scope: Includes detailed data collection on each individual process.

Method: Interview administrator (usually one) for each process and collect a variety of written documents from the college.

Step 2: Evaluation of effectiveness, needs, and priorities for change in the processes

Purpose: To describe the current and desired effectiveness of all processes as well as the priority for improvements and to determine the perceived needs for change.

Scope: A fairly high level of aggregation is used to evaluate each process as a whole.

Method: A questionnaire is mailed to selected administrators and faculty members.

Step 3: Flow charting the process operations and relationships between processes

Purpose: To describe how the processes currently relate to each other and how activities within processes are related.

Scope: Describe major information and decision activity relationships between processes and within processes at an aggregated level of description.

Method: An analyst constructs flow charts with assistance from selected administrators. Knowledge from Step 1 is also used.

DATA COLLECTION METHODS

Step 1: Description of process outputs, procedures, and inputs

Step 1 of managerial topics collects descriptive data primarily on the current status of the management structure. A limited amount of desired status and priority for improvement data is also collected. The data collected provides a basis for understanding the present system.

An instrument (Appendix B) has been designed to collect descriptive data on the status of institutional decision processes. In determining how to structure this instrument, a list was constructed of what were thought to be critical questions related to each process. Enough commonality was found between processes so that the same questions (or dimensions) could be used for each of the processes.

The list of questions for each process consists of three groupings as follows:

Outputs : What are the purposes of the process and the primary outputs:

Procedures : What procedures are used by the process and (How does it operate? Who is involved?)

Inputs : What inputs are used by the process in terms of information, decision from other processes, and resources?

Each of these three groups is represented by a series of questions that can be administered by a survey instrument. Whenever possible, the questions have multiple choice answers rather than open ended responses in order to structure the responses and simplify the data analysis.

The instrument also contains a list of processes taken from Appendix A. This list would be used to determine who should be interviewed for each process. Generally, the very first interview in the institution determines who would be best qualified to describe each process. Since the questions are primarily factual in nature, one person can usually provide the input on each process for the entire institution. If there is any doubt about the accuracy of particular answers, additional verification in the form of duplicate interviews and documents could be obtained.

The method of data collection for Step 1 is personal interviews with individuals responsible for each particular process. A personal interivew is used over other methods such as a mail questionnaire or telephone survey due to the complexity of the questions and the depth of data desired. A secondary, but important, consideration is a need to establish personal communications with high level administrators. The interviews generally include the president, vice presidents, some faculty members and a few other staff members. A total of ten to twenty persons would typically be interviewed for a small college. Each of these interviews could last from one to four hours.

Each process requires two passes through the questions in Appendix B. The first pass is aimed at current status; to describe the process as it is now. The second pass asks the same questions with regard to desired status and priorities for improvement; it describes how the process "should be" from one person's viewpoint. More data needs to be collected to represent other views as well on desired status and priorities for change. Collection of this additional data is done in Step 2.

The interviews also result in the collection of a large number of documents from the college. For each process, question 17 (Appendix B) requests samples of written documents associated with the process. Examples of the types of

documents which might be collected are: institutional goal statements, audit reports, minutes of meetings, the college constitution, college catalogues, and personnel forms. The purpose of these documents is to provide a written sample of process inputs, outputs, or procedures. Such documents are an important element in describing current aspects of a process.

Step 2: Evaluation of effectiveness, needs, and priorities for change in the processes

Step 2 of the managerial topics is an evaluation of each process. The evaluation is aimed at identifying processes that need the most improvement and the types of improvement that might be desirable in each process. In carrying out these aims, data is collected on current effectiveness, need for improvement, priority of improvement and several possible changes that might be pursued in connection with each process. To collect this type of data, the instrument in Appendix C was developed.

Data from Step 2 of managerial review is used to help select processes for major improvement in the design phase. Step 2 also documents the current effectiveness and needs of each process so that the effect of improvements can be evaluated after they have been implemented. The instrument (Appendix C) provides the status of each process prior to change.

In assessing the need and direction for change a wide range of opinion is needed. Accordingly a mail questionnaire approach is used and the questions are submitted to high level administrators and knowledgeable faculty. In selecting participants, those persons with a wide knowledge of the college are needed because the questions cover all aspects of college administration. This requirement has the effect of limiting the number of individuals who can be questioned to between twenty and fifty in a small college.

The instrument in Appendix C was developed specifically for use at Augsburg College. Thus, processes included in Appendix C do not coincide exactly with those listed in Appendix A. The instrument consists of sixteen major processes from categories I and II. Each process is described by about ten questions. The first four questions are standard for every process. They are followed by about six change statements tailored to each individual process. The first four questions for each process are:

	Very Low	Low	Medium	High	Very High
1. Your satisfaction with results (outcomes) of this process					
2. Need for extensive improvement next year					
3. Need for improved decision making procedures					
4. Need for improved decision information					

The first question asks the respondent to provide an assesment of effectiveness. The data can be used to identify processes which need improvement in their effectiveness and to evaluate whether improvements have been made in post project evaluation. The second question requests as assessment of need for improvement; even though a process may have low effectiveness it may not have high need for improvement relative to other improvements needed. This question helps identify the most critical processes. The third and fourth questions indicate the type of improvements that may be desired; either in decision making procedures and/or in decision making information.

The process change questions relate to individual process directions that may be desired. There is no repetitive pattern of change statements between different processess. However, the following concepts have been followed in the design of change questions. First, changes relate primarily to procedural improvements; better decision methods, better communications, more regular evaluation and so on. There are a few input and output changes, where appropriate for particular processes, but most of the changes are related to the procedures used. Secondly, most of the changes are stated in terms of improvements desired from the present status (incremental change). For example, more participation, more explicit objectives, better communications, all imply an incremental direction from the current status. An alternative method would be to state directions in a neutral fashion and ask respondents for both an assessment of "is now" and "should be" in the future. Then the change desired would be the "difference" between "should be" and "is now." This format was not used because of space limitations and the fact that incremental changes will serve the immediate needs of the design phase of review, to identify general types of improvement which are desired.

Step 3: Flow charts of process operations and relationships between processes

Step 3 of managerial topics data collection describes the current aspects of the relationships between processes and the relationships of activities within processes. The first two steps of data collection deal exclusively with the individual processes themselves. Significant improvements in management structure can also be made by improving the relationships between processes or between activities.

The approach for data collection in Step 3 is to draw block diagram flow charts of the college processes and activities. These charts would show in

general terms how decisions and information generated by each activity or process are related to the other activities or processes. Examples of such flow charts are shown in Appendix D.

The first flow chart in Appendix D is an example of how college processes may relate to each other. It is a macro flow chart of an entire college system. The boxes in the flow chart are the processes themselves. The arrows between boxes indicate that a decision or information output of one process impacts on another process. By describing the current system in this way, it is possible to gain a concise understanding of how processes relate to each other.

The second flow chart in Appendix D is an example of an activity flow chart for a particular process. It indicates the activities that are conducted within the process and the relationship between those activities. This is a micro flow chart of a particular process. It shows in detail how that process currently operates and how the component activities relate to each other. The boxes on the flow chart indicate activities and the arrows indicate decisions or information that flow from one activity to another.

The flow charts are constructed by an analyst in consultation with selected administrators. The flow charts make use of the general understandings obtained from step 1, supplemented by additional interviews aimed at clarifying specific relationships.

SUMMARY

This paper is one in a series dealing with the design and implementation of improved management systems for small postsecondary units. Thus, it discusses methodology that relates to the series as a whole. The managerial topics area

is concerned with administration at the institutional level. It does not deal directly with departmental administration or specific operations.

This paper describes how to review the structure of a management system. It defines the specific data that should be collected and the procedures which should be followed. The data will be useful to (1) identify areas of the college management structure which need improvement and (2) evaluate changes after they have been implemented.

The specific data collection methodology consists of three steps; (1) description of process outputs, procedures, and inputs, (2) evaluation of effectiveness, needs, and priorities for change in the process, and (3) flow charts of process operations and relationships between processes. Each of these steps has a particular purpose, scope, and method for data collection. These steps are described in detail and data collection forms are provided.

Although this paper relates to small college administration, the approach has wide applicability to other types of organizations, as well. The management systems review methodology available in the literature is largely ad hoc in nature and has not been developed. The result is that management system review is informally done in most organizations. This paper provides one method for structuring and formalizing the review of management systems.

Appendix A

A Specification of Processes for Small Colleges

1. Definition of a Process: A process consists of one or more activities which are closely related in purpose. Inputs to a process consist of physical resources, information, or decisions from other processes. Outputs of processes are decisions, information, or services to the college. For example, registration, budgeting, and faculty promotion are all processes.

2. Categories: The processes specified include all aspects of college management and operations. The four main categories are:

   I Strategic Decision Making

   II Institutional Resource Management

   III Instruction

   IV Support Services

3. Functions: Each process may include aspects [redacted] control, and operations. However, some processes may inv[redacted]tly (or only) planning while other processes may be primarily operating in character. The functions of planning, control and operations, cut across each process.

4. Level of Detail: The level of detail of specification of each process is related to each particular college. For example, if faculty, administrator, and staff promotions are all handled by the same procedures, then there would only be a single promotion process. If there are different procedures used for each group, there would be three different promotion processes.

5. Level of Organization: All levels of college organization are covered by the list of processes. A particular process may cut across different organizational units and levels.

6. Completeness of Framework: The process framework is intended to be a complete specification of all management and operating activities that a college undertakes. In that sense it will include all of the activities found in a "typical" small college.

Small College Processes

I. Strategic Decision Making

A. Institutional Goal Setting

B. Academic Program Review

C. Institutional Policy Making
(Ad staff, Faculty Senate, Student Council)

D. Curriculum Review (including course offerings)

E. Organizational Structure

II. Institutional Resource Management

A. Financial

1. Budgeting
2. Fund Raising

B. Facilities

1. Acquisition of Buildings and Land
2. Assignment of Rooms
3. Equipment Acquisition and Usage

C. Personnel (Faculty, Staff, Administrative)

1. Allocation of Positions
2. Personnel Policy Making
3. Promotion
4. Recruiting

III. Instruction

Each academic department constitutes a process.

IV. Support Services

A. Business Services

1. Accounting and Finance

a. General Ledger
b. Accounts Payable
c. Accounts Receivable
d. Payroll
e. Control of Receipt and Disbursement of Funds
f. Cash Budgeting
g. Cost Analysis of Operations
h. Management of Investments
i. Internal Audit

2. Purchasing and Inventory

a. Purchase Order Processing
b. Inventory Management Control

3. Management of Auxiliary Enterprises

a. Data Processing
b. Athletics
c. Residence Halls
d. Food Services
e. Bookstore
f. Laundry
g. Health Service
h. Printing Shops
i. Student Unions
j. Police and Security
k. Parking
l. Transportation

4. Management of Physical Plant Services

a. Maintenance
b. Custodial

B. Student Services

1. Admissions and Recruitment

2. Registration (includes sectioning)

3. Student Counseling

4. Grades and Records

5. Placement

6. Financial Aid

7. Advising

C. Academic Support

1. Library

a. Cataloging
b. Circulation
c. Acquisitions

D. Development

1. Public Information

2. Alumni and Community Relations

Appendix B

Decision Process Description for Small Colleges

The data collected by this instrument is intended to be one input to the design and implementation of improved management systems for small colleges. The data provides a detailed description of each of the major institutional decision making processes.

This instrument has two parts: part one is a list of decision processes which are typically found in small colleges; part two is a list of questions which apply to each process. To use the instrument it is suggested that a person in the institution be identified who is most familiar with each process. A series of interviews can then be scheduled to complete the part two questions for each process. In part two the instrument requests information both on how the process operates now and how the person interviewed believes that the process should operate.

Part 1: Small College Administrative Processes

I. Strategic Decision Making

A. Institutional Goal Setting

B. Academic Program Review

C. Institutional Policy Making
(Ad staff, Faculty Senate, Student Council)

D. Curriculum Review (including course offerings)

E. Organizational Structure

II. Institutional Resource Management

A. Financial

1. Budgeting
2. Fund Raising

B. Facilities

1. Acquisition of Buildings and Land
2. Assignment of Rooms
3. Equipment Acquisition and Usage

C. Personnel (Faculty, Staff, Administrative)

1. Allocation of Positions
2. Personnel Policy Making
3. Promotion
4. Recruiting

Part 2: Decision Process Description for Small Colleges

Questions for Each Process

1. Name of process _____

A. Outputs

2. Purposes of Process (describe).

3. Describe major types of outputs which are produced by the process.

_____

_____

_____

B. Procedures

4. Is this process standardized _____, or is the process redefined each time it is used? _____

5. How is the process generally initiated? (e.g., by memo from a Department Head) _____

_____

6. Who must approve (or clear) the results of the process? Check all persons.

Individual faculty members	____
Academic department faculty	____
Academic department head	____
Faculty committee(s)	____
Faculty as a whole	____
Administrative staff members	____
Dean	____
Vice President (or equivalent)	____
President	____
Board	____
Other _____	

7. How often is the process initiated?

   As required ____

   Every ____ months

   May fill out both if appropriate.

8. How far into the future does the process project itself?

   Not a all ____

   ____ years

9. How are the decisions (plans or policies) which result from the process communicated to those concerned?

Verbally	____
Memo	____
Update standard policies	____
Written report or plan	____
Other (specify)	____

10. What standards have been established for this process? Standards refer, for example, to travel allowance, classes per faculty per year, clerical typing speeds, and so on. List standards.

11. How are results evaluated by this process? Include both subjective assessments and formal methods that may be used.

12. Please identify and list the separate activities which are conducted as a part of this process.

C. Inputs

13. How are the following views represented in the process?

	Not All	By Official Representatives of Established Groups	Informally	Opinion Polls
Student	___	_____	_____	_____
Staff	___	_____	_____	_____
Faculty	___	_____	_____	_____
Administration	___	_____	_____	_____
Outside Community	___	_____	_____	_____

14. What type of guidance is issued to participants which determines how the process will be conducted?

Verbal ___

Written memo ___

Standard policy is followed ___

15. In what way are the following guides issued to participants to determine how the process will be conducted?

Guides	General Indication	Precise Indication	Not Included
Time Schedule	_____	_____	_____
Required inputs/outputs	_____	_____	_____
Assumptions & restrictions	_____	_____	_____

16. What external and internal information does the process require to be collected? List and identify source.

	Source External/Internal
a.	
b.	
c.	
d.	
e.	

17. May we review samples of written documents associated with this process? List documents reviewed.

18. Please go back through each question and indicate those areas which you think need improvement. Indicate in general terms how that improvement could be achieved and the importance of the improvement.

19. Summarize improvements that could be made in this process below.

Contact Name_____

Appendix C

CAPE

College Administrative Process Evaluation

Roger Schroeder
University of Minnesota

February 1974

Developed for EXXON Education Foundation Project at Augsburg College
Minneapolis, Minnesota

INSTRUCTIONS

1. Overview of Questionnaire

This questionnaire is designed to assist in the review and evaluation of selected college administrative processes. The administrative processes include those related to institution-wide policy making, and resource management. Examples of these processes include; budgeting, faculty promotion and room allocation. For each process there are questions on your satisfaction with current results, needs for improvement and specific changes that might be made. Your answers will provide an important input to the selection of particular processes for improvement and the identification of specific types of changes that are desirable.

Your responses to the questionnaire will be entirely confidential. Only summarized results will be reported. In no case will individual answers be released. You response can be identified by the number marked on the enclosed envelope to aid in follow up, if questionnaires are not returned. Questionnaires will be removed from envelopes and disassociated from the number to retain anonymity.

2. Instructions for Marking Your Answers

a. Please record all answers directly in the questionnaire booklet. Record your answer by marking one box for each question; see example below.

	Very Low	Low	Medium	High	Very High	No Opinion
(1) Your degree of satisfaction with results (outcomes) of current admissions procedures.....	☐	☐	☐	☒	☐	☐

b. Answer as many questions as possible. Only use the "no opinion" box, if you are completely unfamiliar with the subject of the question.

c. Find question one on the next page. Determine your opinion and record your answer. Proceed through all questions.

3. PLEASE USE THE ENCLOSED REPLY ENVELOPE TO RETURN THE COMPLETED QUESTIONNAIRE TO THE COLLEGE MAIL ROOM NO LATER THAN MARCH 20, 1974.

A. INSTITUTIONAL GOAL SETTING PROCESS: Includes the process (methods and procedures) for formulating and stating institutional goals or objectives.

General Questions	Very Low	Low	Medium	High	Very High	No Opinion
1. Your satisfaction with the institutipnal goal setting process....	☐	☐	☐	☐	☐	☐
2. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
3. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
4. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
5. To formulate more quantitative (measurable) goals.....	☐	☐	☐	☐	☐	☐
6. To better assess priorities between conflicting goals.....	☐	☐	☐	☐	☐	☐
7. To achieve wider participation in goal setting.....	☐	☐	☐	☐	☐	☐
8. To update goals more frequently.....	☐	☐	☐	☐	☐	☐
9. To state a time frame for achievement of each goal.....	☐	☐	☐	☐	☐	☐
10. To regularly assess institutional outcomes against goals.....	☐	☐	☐	☐	☐	☐

B. ACADEMIC PROGRAM REVIEW PROCESS: Includes review and evaluation of majors or interdisciplinary major programs.

General Questions						
11. Your satisfaction with the academic program review process.....	☐	☐	☐	☐	☐	☐
12. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
13. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
14. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
15. To evaluate (review) all academic programs on a more regular basis	☐	☐	☐	☐	☐	☐
16. To foster greater development of new academic programs.....	☐	☐	☐	☐	☐	☐
17. To reduce or eliminate low priority academic programs.....	☐	☐	☐	☐	☐	☐
18. To improve priority setting between academic programs.....	☐	☐	☐	☐	☐	☐
19. To more objectively assess academic programs.....	☐	☐	☐	☐	☐	☐
20. To achieve wider participation in academic program evaluation and review.....	☐	☐	☐	☐	☐	☐

C. PROCESSES FOR ADMINISTRATIVE STAFF POLICY MAKING: Includes administrative staff meetings and other policy making functions of the administrative staff.

General Questions	Very Low	Low	Medium	High	Very High	No Opinion
21. Your satisfaction with the administrative staff process.....	☐	☐	☐	☐	☐	☐
22. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
23. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
24. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
25. To clarify areas of individual staff responsibility.....	☐	☐	☐	☐	☐	☐
26. To strive for more efficient operation of administrative staff...	☐	☐	☐	☐	☐	☐
27. To reduce the time devoted to administrative staff meetings.....	☐	☐	☐	☐	☐	☐
28. To improve communications among the administrative staff.....	☐	☐	☐	☐	☐	☐
29. To spend more time on policy making and less on operations.....	☐	☐	☐	☐	☐	☐

D. BUDGETING PROCESS: Includes the formulation and control of the college budget.

General Questions						
30. Your satisfaction with the budgeting process.....	☐	☐	☐	☐	☐	☐
31. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
32. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
33. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
34. To achieve more equitable dollar allocations between departments.	☐	☐	☐	☐	☐	☐
35. To further emphasize efficiency in operations.....	☐	☐	☐	☐	☐	☐
36. To better communicate reasons for budget decisions.....	☐	☐	☐	☐	☐	☐
37. To simplify budget procedures.....	☐	☐	☐	☐	☐	☐
38. To better communicate budget priorities to the college.....	☐	☐	☐	☐	☐	☐
39. To improve juscification for budget requests.....	☐	☐	☐	☐	☐	☐
40. To more objectively assess results achieved from budgets.....	☐	☐	☐	☐	☐	☐

E. ANNUAL FUND RAISING PROCESS: Includes the process for planning and conducting the annual fund raising efforts of the college.

General Questions	Very Low	Low	Medium	High	Very High	No Opinion
41. Your satisfaction with the annual fund raising process.....	☐	☐	☐	☐	☐	☐
42. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
43. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
44. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
45. To increase annual fund goals by 10% a year.....	☐	☐	☐	☐	☐	☐
46. To increase annual fund goals by 5% a year.....	☐	☐	☐	☐	☐	☐
47. To retain a constant annual fund goal.....	☐	☐	☐	☐	☐	☐
48. To reach a larger population of contributors.....	☐	☐	☐	☐	☐	☐
49. To reduce pressure on individuals to contribute.....	☐	☐	☐	☐	☐	☐

F. PROCESS FOR RELATIONSHIPS WITH GROUPS OUTSIDE THE COLLEGE: Includes the variety of efforts aimed at establishing and maintaining contacts with outside groups.

General Questions						
50. Your satisfaction with the process for outside relationships.....	☐	☐	☐	☐	☐	☐
51. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
52. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
53. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
54. To improve relations with alumni.....	☐	☐	☐	☐	☐	☐
55. To improve relations with the urban community.....	☐	☐	☐	☐	☐	☐
56. To improve relations with other colleges.....	☐	☐	☐	☐	☐	☐
57. To improve relations with the Lutheran Church.....	☐	☐	☐	☐	☐	☐

G. ACQUISITION OF NEW BUILDINGS AND BUILDING REMODELING PROCESS: Includes the process of developing and implementing requirements for new or improved space.

General Questions	Very Low	Low	Medium	High	Very High	No Opinion
58. Your satisfaction with the building acquisition process.....	☐	☐	☐	☐	☐	☐
59. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
60. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
61. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
62. To establish a more systematic procedure to assess space needs...	☐	☐	☐	☐	☐	☐
63. To achieve wider participation in building planning.....	☐	☐	☐	☐	☐	☐
64. To embark on an urgent program to upgrade the campus buildings...	☐	☐	☐	☐	☐	☐
65. To establish a long-range plan for campus building improvement...	☐	☐	☐	☐	☐	☐

H. PROCESS FOR ALLOCATION OF EXISTING ROOMS: Includes the process for assignment of all types of rooms on campus.

General Questions						
66. Your satisfaction with the room allocation process.....	☐	☐	☐	☐	☐	☐
67. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
68. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
69. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
70. To achieve more equitable allocation of rooms between departments	☐	☐	☐	☐	☐	☐
71. To simplify room assignment procedures.....	☐	☐	☐	☐	☐	☐
72. To improve justification for room requests.....	☐	☐	☐	☐	☐	☐
73. To improve efficiency of room assignments.....	☐	☐	☐	☐	☐	☐
74. To review all room assignment policies.....	☐	☐	☐	☐	☐	☐
75. To regularly evaluate room utilization.....	☐	☐	☐	☐	☐	☐

I. FACULTY PROMOTION PROCESS: Includes the process used to evaluate and promote faculty members.

General Questions	Very Low	Low	Medium	High	Very High	No Opinion
76. Your satisfaction with the faculty promotion process.....	☐	☐	☐	☐	☐	☐
77. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
78. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
79. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
80. To clarify promotion criteria.....	☐	☐	☐	☐	☐	☐
81. To clarify promotion procedures.....	☐	☐	☐	☐	☐	☐
82. To obtain more objective evaluation of performance.....	☐	☐	☐	☐	☐	☐
83. To limit the percentage of faculty on tenure.....	☐	☐	☐	☐	☐	☐
84. To clarify standards for promotion to tenure.....	☐	☐	☐	☐	☐	☐
85. To require student evaluation of instruction.....	☐	☐	☐	☐	☐	☐

J. PROCESS FOR ALLOCATION OF FACULTY POSITIONS BETWEEN DEPARTMENTS: Includes the process for planning and control of the number of faculty positions to be assigned to each department.

General Questions						
86. Your satisfaction with faculty position allocation process.....	☐	☐	☐	☐	☐	☐
87. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
88. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
89. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
90. To achieve more equitable faculty allocations between depts.....	☐	☐	☐	☐	☐	☐
91. To communicate reasons for allocation changes to departments.....	☐	☐	☐	☐	☐	☐
92. To improve justification for increased faculty position requests.	☐	☐	☐	☐	☐	☐
93. To clarify procedures used for allocation decisions.....	☐	☐	☐	☐	☐	☐
94. To achieve wider participation in allocation decisions.....	☐	☐	☐	☐	☐	☐

K. FACULTY HIRING PROCESS: Includes the process used to recruit and hire new faculty members.

General Questions	Very Low	Low	Medium	High	Very High	No Opinion
95. Your satisfaction with the faculty hiring process.....	☐	☐	☐	☐	☐	☐
96. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
97. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
98. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
99. To achieve wider participation by departmental faculty.....	☐	☐	☐	☐	☐	☐
100. To achieve wider participation by students.....	☐	☐	☐	☐	☐	☐
101. To insure a more thorough search for qualified candidates.....	☐	☐	☐	☐	☐	☐
102. To increase the standards of quality for recruitment.....	☐	☐	☐	☐	☐	☐
103. To clarify the criteria to be used for recruiting.....	☐	☐	☐	☐	☐	☐

L. FACULTY PERSONNEL POLICY MAKING PROCESS: Includes faculty personnel policy making processes for matters such as leaves, grievances and benefits.

General Questions						
104. Your satisfaction with the faculty personnel policy process.....	☐	☐	☐	☐	☐	☐
105. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
106. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
107. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
108. To improve grievance and appeal procedures.....	☐	☐	☐	☐	☐	☐
109. To update existing faculty personnel policies.....	☐	☐	☐	☐	☐	☐
110. To increase faculty participation in setting policies.....	☐	☐	☐	☐	☐	☐
111. To clarify existing policies.....	☐	☐	☐	☐	☐	☐
112. To improve communications of personnel policy to all individuals.	☐	☐	☐	☐	☐	☐

M. STAFF (NON-FACULTY) PROMOTION PROCESS: Includes the process used to evaluate and promote all non-faculty members.

General Questions	Very Low	Low	Medium	High	Very High	No Opinion
113. Your satisfaction with the staff promotion process.....	☐	☐	☐	☐	☐	☐
114. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
115. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
116. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
117. To clarify promotion criteria.....	☐	☐	☐	☐	☐	☐
118. To clarify promotion procedures.....	☐	☐	☐	☐	☐	☐
119. To obtain more objective evaluation of performance.....	☐	☐	☐	☐	☐	☐

N. PROCESS FOR ALLOCATION OF STAFF (NON-FACULTY) POSITIONS BETWEEN DEPARTMENTS: Includes the process for allocation of all part-time and full-time staff positions to departments.

General Questions						
120. Your satisfaction with the staff position allocation process.....	☐	☐	☐	☐	☐	☐
121. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
122. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
123. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
124. To achieve more equitable staff allocations between departments..	☐	☐	☐	☐	☐	☐
125. To better communicate reasons for allocation changes to departments	☐	☐	☐	☐	☐	☐
126. To improve justification for increased staff position requests...	☐	☐	☐	☐	☐	☐
127. To clarify procedures used for allocation decisions.....	☐	☐	☐	☐	☐	☐
128. To achieve wider participation in allocation decisions.....	☐	☐	☐	☐	☐	☐

O. PROCESS FOR MAKING STAFF PERSONNEL POLICIES: Includes the process for reviewing and making staff personnel policy on such matters as vacations, benefits and grievances.

General Questions	Very Low	Low	Medium	High	Very High	No Opinion
129. Your satisfaction with staff personnel policy process.....	☐	☐	☐	☐	☐	☐
130. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
131. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
132. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
133. To improve grievance and appeal procedures.....	☐	☐	☐	☐	☐	☐
134. To update existing staff personnel policies.....	☐	☐	☐	☐	☐	☐
135. To increase staff participation in setting policies.....	☐	☐	☐	☐	☐	☐
136. To clarify existing policies.....	☐	☐	☐	☐	☐	☐
137. To improve communications of personnel policy to all individuals.	☐	☐	☐	☐	☐	☐

P. STUDENT DEVELOPMENT PROCESSES: Includes all processes for planning and evaluating student development programs.

General Questions						
138. Your satisfaction with student development processes.....	☐	☐	☐	☐	☐	☐
139. Importance of improvement next year.....	☐	☐	☐	☐	☐	☐
140. Need for improved decision making procedures.....	☐	☐	☐	☐	☐	☐
141. Need for improved decision information.....	☐	☐	☐	☐	☐	☐
Changes (Rate the desirability of the following specific changes)						
142. To improve the quality of student counseling.....	☐	☐	☐	☐	☐	☐
143. To increase the availability of student counseling.....	☐	☐	☐	☐	☐	☐
144. To improve awareness of financial aid to students.....	☐	☐	☐	☐	☐	☐
145. To increase the amount of aid available to students.....	☐	☐	☐	☐	☐	☐
146. To provide for a wider range of student activities.....	☐	☐	☐	☐	☐	☐
147. To improve the evaluation of student development results.....	☐	☐	☐	☐	☐	☐

Q. Which of the following administrative processes need extensive effort next year aimed at improving decision making procedures or information available for decision making? Check a maximum of five processes for extensive improvement effort next year.

	Extensive improvement effort next year
A. Institutional Goal Setting Process	☐
B. Academic Program Review Process	☐
C. Administrative Staff Policy Making Process	☐
D. Budgeting Process	☐
E. Annual Fund Raising Process	☐
F. Process for Relationships with Groups Outside the College	☐
G. Acquisition of New Buildings and Building Remodeling Process	☐
H. Process for Allocation of Existing Rooms (all types of rooms)	☐
I. Faculty Promotion Process	☐
J. Process for Allocation of Faculty Positions Between Departments	☐
K. Faculty Hiring Process	☐
L. Faculty Personnel Policy Making Process	☐
M. Staff (Non-Faculty) Promotion Process	☐
N. Process for Allocation of Staff (Non-Faculty) Positions Between Departments	☐
O. Staff Personnel Policy Making Process	☐
P. Student Development Processes	☐

R. In the space below please provide any general comments that you have regarding administrative processes of the college. Comments regarding improvements needed in decision procedures or information available for decision making would be helpful. All comments will be read and carefully considered.

S. Please check your position in the college.

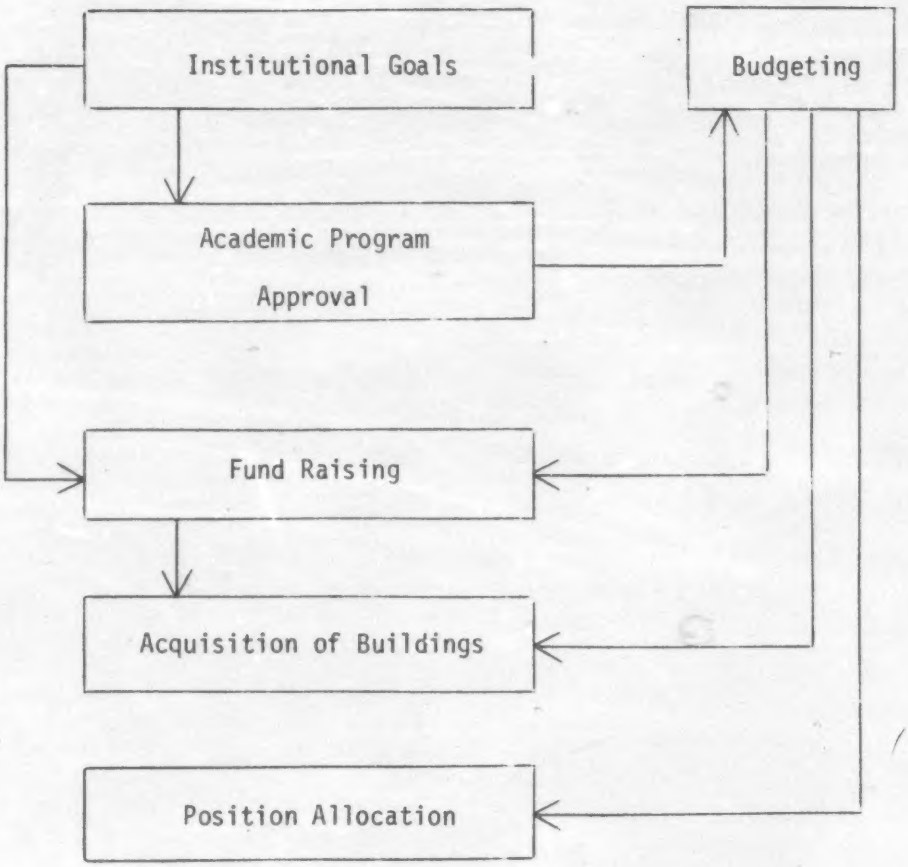
Administrative Staff ___

Academic Department Head/Division Head ___

Other ___

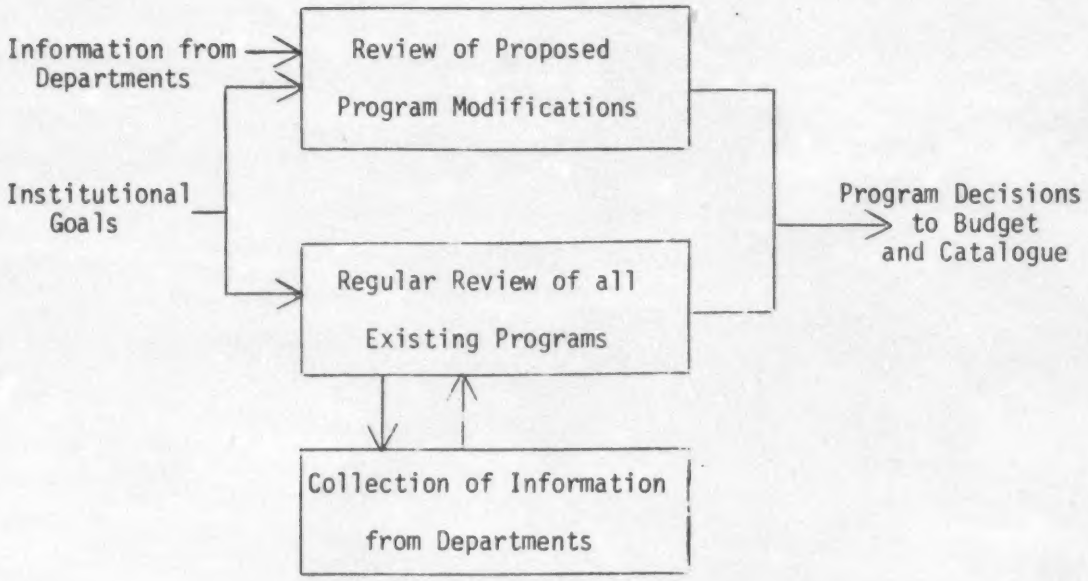
Appendix D

Example of Process Relationships



Note: Boxes represent processes, arrows represent decision or information flows.

Example of Activity Relationships within a Process
(Academic Program Review)


Information from Departments
Institutional Goals
Review of Proposed Program Modifications
Regular Review of all Existing Programs
Collection of Information from Departments
Program Decisions to Budget and Catalogue

Note: Boxes represent activities, arrows represent decision or information flows.

References

1. Ackoff, Russell L., A Concept of Corporate Planning, Wiley, 1970.

2. Adams, Carl R., "College Management System Improvement: An Overview of the Approach," Working Paper, Center for Academic Administration Research, University of Minnesota, Minneapolis, Minnesota, September, 1974.

3. Anthony, Robert N., Planning and Control Systems: A Framework for Analysis, Harvard Division of Research, Graduate School of Business Administration, 1965.

4. Blumenthal, Sherman C., Management Information Systems: A Framework for Planning and Development, Prentice-Hall, 1969.

5. Couger, J. D. and R. W. Knapp, Systems Analysis Techniques, Wiley, 1974.

6. Glans, T. B., et al., Management Systems, Holt, Rinehart, and Winston, 1968.

7. Koontz, Harold and C. O'Donnell, Principles of Management: An Analysis of Managerial Functions, 5th Ed., McGraw-Hill, 1972.

8. McGuire, Joseph (ed.), Contemporary Management: Issues and Viewpoints, Prentice-Hall, 1974.

9. Schroeder, Roger G., "College Management System Improvement: Overall Description of the Review Phase," Working Paper, Center for Academic Administration Research, University of Minnesota, Minneapolis, Minnesota, September, 1974.